

Section 3

The Written Plan

NJ School Counseling Initiative

3.1: OUTLINE OF THE WRITTEN PLAN

The district Written Plan is the approved guide for the delivery of the New Jersey Model. It serves as the basis for Board of Education adoption of the district comprehensive School Counseling plan, which includes:

- ▶ a mission statement for the program
- ▶ program philosophy
- ▶ statement of assurances
- ▶ program goals
- ▶ time line
- ▶ individual student competencies
- ▶ program management (district and building)
- ▶ delivery system (role statements)
- ▶ needs assessment (prioritization)
- ▶ resources needed
- ▶ planning process
- ▶ curriculum development
- ▶ implementation plan
- ▶ evaluation (student competencies and program outcomes)
- ▶ program components

NJ School Counseling Initiative

3.2: RESOURCES NEEDED

Facilities

The resources listed represent *minimum* requirements to implement the School Counseling program. Each Program Component activity calls for different levels of resources to be effective.

The Counseling Center is the center of the School Counseling program. Since the program is not limited to those components provided by the School Counselors, other facilities within the district and community are essential.

Facility Requirements include:

- ✓ space appropriate for individual and group counseling
- ✓ appropriately equipped offices which are sound-proofed to assure confidentiality
- ✓ a student resource area with adequate space and materials accessibility during the school day and after hours
- ✓ scheduled classroom space for large group programs
- ✓ flexible scheduling system to access students
- ✓ accessible satellite facilities around the community to implement school/community/business partnerships and projects

Material Resources

Current materials are available and developmentally appropriate for Program Component activities.

Resources include:

- ✓ equipment needed to conduct program activities such as: video playback units; overhead projectors; chalk boards; newsprint easels; computer equipment; telephones; photocopying facilities
- ✓ materials adequate to implement the guidance and counseling curriculum, i.e., kits; guidebooks; college, business and technical school catalogues; interest and aptitude inventories; worksheets; handouts
- ✓ test materials; interest and aptitude inventories; self-assessments; learning style inventories
- ✓ up-to-date information delivery systems, i.e., computer interactive counseling and career decision-making systems, college search student information system

NJ School Counseling Initiative

Fiscal Resources

Adequate budgets insure that the Program is effectively developed, implemented, managed, and evaluated. Annual district funding assurances will insure program continuity without reliance upon special grants funding.

Adequate budgets must include:

- ✓ the annual allocation of funds for purchasing program materials, equipment and supplies
- ✓ staff development funds for inservice, professional membership and conferences
- ✓ staff allocation to ensure achievement of competencies through adequate counselor:student ratios

Advisory Council

At both the district and school level, the advisory council should advise, support, monitor, and promote the development and evaluation of the school counseling program and provides feedback to school, home and community about the program.

Members must include:

- ✓ School representation, i.e., teachers, School Counselors, administrators, students, child study team
- ✓ Community representatives, i.e., School Board members, parents, business and community leaders, advisory group leaders, service providers
- ✓ Broad representation of all groups stakeholders interested in the success of the school counseling program
- ✓ Regular communication channels between council, community and schools
- ✓ District support for the decision-making process and recommendations of the advisory council.

Human Resources

Staffing patterns must clearly show the organizational relationships among all staff members and others directly involved in delivering the school counseling program to students. A clear delineation of tasks and activities ensures realistic expectations and job descriptions.

NJ School Counseling Initiative

Staffing must include:

- ✓ Human resources within the school with certification and expertise essential to implement the school counseling program, i.e., school counselors, teachers, child study team, director of guidance and counseling, clinically trained and certified counseling supervisor
- ✓ Clerical support for School Counselors to allow for the cost effective delivery of those programs and services most appropriate to their training
- ✓ Human resources within the community with expertise and skills essential to the implementation of the School Counseling Program activities, i.e., state agencies, mental health providers, job services, labor unions, adult education programs, self-help groups, chambers of commerce, employers

Guidelines for student/counselor ratios developed by CSCA are based on the level of implementation of the Model.

- The Developmental/Comprehensive Model, which promotes student development, delivers programs and services to 100 % of the students and incorporates the other two Models
- The Remedial/Prevention Model, which reacts to problems, delivers programs and services to approximately 40% of the students
- The Crisis/Reactive Model, which focuses on one problem at a time, delivers services only to those in crisis, to approximately 10-25 % of the students

<u>Grade Level</u>	<u>Comprehensive</u>	<u>Remedial</u>	<u>Crisis</u>
High School	1 to 125	1 to 175	1 to 225
Middle School	1 to 150	1 to 200	1 to 250
Elementary School*	1 to 250	1 to 300	1 to 350

* Ratios assume at least one counselor per building

Staffing ratios may be reduced annually as the level of implementation is increased each year of the transition to a Developmental/Comprehensive program.

NJ School Counseling Initiative

Suggested Three Year Transition Plan

	INITIAL	TRANSITIONAL	COMPREHENSIVE
Fiscal Support	There is a budget for collection and maintenance of adequate guidance materials.	There is a budget for, and counseling staff are encouraged to grow professionally through, visits to colleges, business, industry, community agencies, and attendance at area and national professional meetings and conferences.	The counseling staff, prepares its annual budget by program objectives, applies for funds available from district and external sources, such as federal programs for innovative activities and pilot programs.
Materials Support	<p>A professional library is maintained for School Counselors.</p> <p>An identifiable collection of guidance materials, including audio and visual aids, is located in a materials resource center/ browsing area for students.</p>	<p>The counseling center provides teachers with career information related to the subjects they teach and with educational, personal, and social development resources; maintains current guidance information from community, business, and postsecondary resources.</p> <p>Computers and current technology are used in the collection of pupil data and other information necessary for educational and career planning.</p>	<p>A current computer system is located in the counseling center and is available for computer-assisted career planning and interactive counseling. It is also used systematically to assist with student planning, evaluation, and long-range program planning.</p> <p>Guidance curriculum materials are regularly updated to meet the needs of all students and reflect current counseling advances.</p>
Facilities	<p>Each School Counselor is provided with a private office conducive to confidential conferences, as suggested by the American School Counselor Association.</p> <p>The school counselor's office is equipped with in-house and outside telephone service.</p> <p>The guidance and counseling center is readily accessible to students and attractively planned, furnished, and maintained.</p>	<p>The counseling center is readily accessible for the benefit of parents and members of the community.</p> <p>Provision is made for the systematic collection and display of guidance curriculum materials and information, including student record data for all staff members.</p> <p>The counseling center includes a conference and a multipurpose room for groups.</p>	<p>The counseling center includes a separate career center with current printed resources and computer-assisted career information.</p> <p>The counseling center and career center are accessible to parents and members of the community during off-school hours and when school is recessed.</p> <p>Outreach satellite counseling and career centers reach target groups in the community.</p>

Level I

Level II

Level III

NJ School Counseling Initiative

	INITIAL	TRANSITIONAL	COMPREHENSIVE
Leadership	A school counseling director has the responsibility for coordination and implementation of programming	The counseling staff utilize specialized preparation to develop and implement the school counseling program as a counseling team. Counselors receive developmental supervision	The counseling team, in conjunction with other pupil services personnel, are responsible for the systematic development, coordination, and implementation of the curriculum
Written Plan	There is a written plan, based on needs assessment, specifying the mission, philosophy, goals, and student counseling delivery system	The written plan is monitored to assure students are served. Activities are written in a systematic format	There are curriculum guides that identify the delivery system and activities in which developmental competencies are addressed throughout the curriculum. The written plan assures the delivery of 100% students are served.
Monitoring	The school counseling program including counseling, curriculum, consultation, and enhancement activities is implemented. An individual student planning system records student progress.	Evaluation and follow-up studies are done to update the program. The counseling staff reports annually to the school board on how well goals have been achieved, with program and fiscal recommendations for short- and long-range improvements. Every student monitors progress through the individual student planning system portfolio.	Administrators, counselors, teachers, parents, specialists, and students are involved in planning and refining the total program. Counseling staff acts as a change agent, focusing on improving the school environment to fit students' unique needs by participating actively in curriculum and committee meetings.
Qualifications School Counselor Staffing	School Counselors are qualified, licensed and serve junior high school and high school. The counselor:student ratio is adequate to meet the needs of 25% of the students School Counselors monitor their time through time and task analysis	School Counselors are qualified, licensed, and serve all buildings of elementary, junior high, and high schools. The counselor: student ratio is adequate to deliver the program to 40% of the students. School counselors spend 60% of their time in direct services to students.	School Counselors are qualified, licensed and serve all K-12 students in a district, and regularly update professional skills and knowledge. The counselor:student ratio is adequate to deliver the program to 100% of the students. School counselors spend 80% of their time in direct services to students.
Staff Support	Secretarial and paraprofessional assistance for the counseling staff is available.	Secretarial and paraprofessional assistance for school counselors is available with at least one secretary and one career aide in each building.	All secretarial and paraprofessional tasks for school counselors are assigned appropriately with adequate ratios and flexible services hours to support school counselors.

Level I

Level II

Level III

NJ School Counseling Initiative

	INITIAL	TRANSITIONAL	COMPREHENSIVE
School Board Member	Recognizes the state standard which requires that comprehensive school counseling be available to all K-12 students	Provides adequate financial and policy support for the program in such areas as personnel, staff development, clerical support, and materials	Supports policies for delivering the school counseling program as an integral part of the total educational process so that all students' development needs are met
District Administrator	Understands the school counseling needs of district populations Establishes and reviews counselor job descriptions in the context of developmental school counseling	Works with the school board, faculty, administrative staff, and community to secure support for developmental school counseling Insures that the school counseling staff is represented on the district administrative council Supports staff members' training in the New Jersey Model	Views all school staff as having a part to play in the developmental school counseling program Provides leadership for an active, ongoing school counseling program Requires accountability and evaluation of the progress toward goals, program and developmental student competencies
Principal	Establishes a positive climate for implementing the school counseling program Recruits qualified personnel and provides them with the necessary facilities, time, equipment, and clerical staff Assists with a public relations program that will emphasize school counseling as an integral part of the total school program	Works closely with the counseling staff to plan, implement, and evaluate the New Jersey Model Uses the school counseling staff to plan inservice, evaluation, or assessment of the school counseling program Encourages parents, community members, and business and industry to participate in the school counseling program Assures that the school counseling program staff is relieved of clerical and non-developmental duties	Encourages staff members to upgrade skills and knowledge for implementing school counseling programming Encourages counselors to assume managerial role to facilitate the establishment of a comprehensive school counseling program Monitors program effectiveness for the goals and developmental student competencies outcomes recommended in the New Jersey Model
Director of Curriculum	Infuses developmental awareness through curriculum Assists to identify curricular resources for the school counseling program	Coordinates the New Jersey Model with other district curricula	Works with school counseling staff to plan, implement, and evaluate the comprehensive school counseling program.

Level I

Level II

Level III

NJ School Counseling Initiative

	INITIAL	TRANSITIONAL	COMPREHENSIVE
School Counseling Director	<p>Provides the district administrator and school board with information on funding, personnel, program, and evaluation needs</p> <p>Promotes professional growth of all school counseling staff</p>	<p>Establishes a systematic approach to making school counselors available K-12</p> <p>Seeks and maintains cooperative working relationships with all personnel whose roles and responsibilities affect the development and implementation of the school counseling program</p> <p>Provides leadership for development of appropriate implementation plans for the New Jersey Model</p> <p>Coordinates regular, planned meetings where counselors share information, consult on specific problems, and develop and refine systemwide programs</p>	<p>Works with administration and supervisory staff to plan and develop the K-12 counseling curriculum</p> <p>Assigns staff and coordinates all curricular counseling activities</p> <p>Coordinates the school counseling program and the resources provided by teachers, parents, and others</p> <p>Promotes a comprehensive pupil services model delivery system</p>
School Psychologist Social Worker School Nurse Learning Consultant	<p>Coordinate referrals to other outside service providers</p> <p>Communicate regularly on district pupil service programs</p>	<p>Work with the school counselors to provide information to school/community about 'at-risk' students and assist with programming to reduce those risks</p> <p>Utilize a comprehensive core team approach to coordinating programs and services for students in crisis</p>	<p>Are involved in planning, implementing, and evaluating the New Jersey Model so that all students participate in the school counseling program based on their learning, personal/social, and career/vocational needs</p> <p>Coordinate and evaluate crisis intervention services</p>
Substance Awareness Coordinator	<p>Promote substance abuse awareness, prevention, and intervention within the New Jersey Model</p> <p>Communicate regularly with school counselors on student needs and referral</p>	<p>Work with school counselors to provide substance abuse information about at-risk students and to assist in programming to reduce risks</p> <p>Refer students for substance abuse evaluation and intervention</p>	<p>Are involved in planning, implementing and evaluating the New Jersey Model so that all students participate in substance abuse prevention activities</p>

Level I

Level II

Level III

NJ School Counseling Initiative

	INITIAL	TRANSITIONAL	COMPREHENSIVE
Vocational Education Teachers	<p>Assist vocational education students to achieve specific vocational competencies which will enable them to gain entry into an occupational or post-secondary setting</p> <p>Promote developmental school counseling in vocational classes</p>	<p>Work cooperatively with counselors to provide employment counseling, placement, and follow-up services for students enrolled in vocational courses and cooperative programs</p> <p>Promote business/school partnerships in vocational classes</p>	<p>Work with counselors and entire staff to ensure that all students learn about occupations, employability skills, current job market, and interviewing techniques</p> <p>Participate in planning, implementing, and evaluating the school counseling program</p>
Parents	<p>Provide support for children through participation in parent conferences, school activities, and volunteerism.</p> <p>Work with teachers and counselors to support their children's learning, personal/social, and career/vocational growth.</p>	<p>Participate in school curricular, extracurricular, and guidance activities serving their children.</p> <p>Promote guidance as an important part of education.</p>	<p>Participate on the guidance and counseling team to facilitate implementation of the New Jersey Model.</p> <p>Serve as mentors and models for classes.</p>
Community Service Agencies	<p>Establish communication and referral channels.</p>	<p>Provide information on services available to students and families.</p>	<p>Participate in planning and implementation of a guidance program that includes services and activities provided by the community agencies.</p>

Level I

Level II

Level III

NJ School Counseling Initiative

	INITIAL	TRANSITIONAL	COMPREHENSIVE
Local Vocational Education Coordinator	Coordinates vocational programming and federal funding for vocational education and career guidance.	Coordinates vocational curriculum offerings with the New Jersey Model	Participates in planning, implementing, and evaluating the guidance and counseling program
Special Education Staff	Coordinate the assessment of students for possible placement in Special Education programs. Coordinate response to career guidance needs of Special Education students with counselor.	Coordinate the development of individualized education programs to include guidance and counseling.	Work cooperatively with the school counseling staff to provide information and suggest management strategies the regular classroom teachers can use.
Teachers	Refer students to counselor for assistance. Create positive, interactive relationships with students and provide a primary basis for intellectual, social, and emotional growth.	Request assistance from counselor to plan and implement New Jersey Model activities in academic and vocational curricula. Participate in guidance programming, i.e., as peer helper trainers, in advisor/advisee programs, as instructors in some activities, and to support students in crisis.	Recognize the value of developmental guidance. Use subject areas to assist students in developing personal/social, career, and learning competencies. Work as team members to plan and implement guidance activities essential to the overall development of students.
Students	Understand the importance of developmental guidance and counseling in their education.	Participate in guidance activities groups, peer leadership, and developmental tasks. Provide ongoing assessment of their needs and evaluation of the program.	Participates in planning, implementing, and evaluating the program. Provides delivery of appropriate guidance activity through peer helping and leadership program.
Business and Industry Representatives	Provide speakers, field trip opportunities, and school demonstrations to increase student knowledge of the work world in their community. Provide state of the art opportunities to promote business/school linkages.	Provide information and opportunities for students to participate in co-op programs, job shadowing, and work experience. Work with subject teachers to enhance classes, i.e., accounting, journalism, mechanics, computers. Encourage and participate in student organizations.	Provide up-to-date labor market information, co-op and apprenticeship sites, and mentorships for all students. Develop business/school partnerships to address students needs.

Level I

Level II

Level III

